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ABSTRACT

This guide to Delaware social studies standards for grades 9-12 is intended to help and support local school districts in their development of a standards-based curriculum. The guide cites four civics standards, providing end of cluster expectations (listing areas which will serve as the basis for student assessment) and performance indicators for several topics, according to grade level. It repeats this format for four geography standards, four economics standards, and four history standards. The guide's state standards, benchmarks, and performance indicators comprise a framework designed to identify themes, skills, and knowledge that the students of Delaware are expected to know in each of the four disciplines of the social studies. Each of the standards emphasizes a process of reasoning and skill development that requires schools to develop course content. The guide also contains a glossary of social studies terms. (BT)

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ED 464 869

SOCIAL STUDIES

STANDARDS

END OF GRADE CLUSTER BENCHMARKS

PERFORMANCE INDICATORS

SO 033 811

BEST COPY AVAILABLE

Grades 9-12

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Topical Pathways
Grades 9-12 Social Studies

CIVICS	ECONOMICS	GEOGRAPHY	HISTORY
Government Politics Citizenship Participation	Microeconomics Macroeconomics Economic Systems International Trade	Maps Environment Places Regions	Chronology Analysis Interpretation Content: • U.S. History 1850 to the present • World History

CIVICS Standard One: Students will examine the structure and purposes of governments with specific emphasis on constitutional democracy.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- analyze the ways in which the structure and purposes of different governments around the world reflect differing ideologies, cultures, values, and histories.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Government

Grade Eight

Students will be able to:

8.401 differentiate between the functions of federal, state and local governments. (U.S.)

8.402 explain the purpose for the different organizational structures of each level of government. (local, state and federal)

8.403 explain the advantages and disadvantages of democratic systems of government.

High School Level

Students will be able to:

C.401 describe the purposes and structures of democratic governments.

C.402 describe the purposes and structures of authoritarian governments.

C.403 analyze the influence that culture, values, and histories have in determining a nation's form of government.

C.404 interpret how differing ideologies such as classical republicanism (e.g., common good) and classical liberalism (e.g., self interest) influence a nation's form of government.

C.405 provide examples of how the principles of rule of law and rule of men are applied by governments.

C.406 compare and contrast the purposes and structures of democratic and authoritarian types of governments.

CIVICS Standard Two: Students will understand the principles and ideals underlying the American political system.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- examine and analyze the extra-Constitutional role that political parties play in American politics.
- understand that the functioning of the government is a dynamic process which combines the formal balances of power incorporated in the Constitution with traditions, precedents, and interpretations which have evolved over the past 200 years.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Politics

Grade Eight	High School Level
Students will be able to:	Students will be able to:
8.404 explain the principles and content of the Declaration of Independence, the United States Constitution (including the Bill of Rights), and the Federalist Papers.	C.407 describe how and why political parties are created.
8.405 explain why the amendments to the United States Constitution are necessary to protect the rights of all citizens in a society based on majority rule.	C.408 explain the role political parties play in the U.S. political system.
8.406 explain the basic principles of the juvenile justice system.	C.409 explain how political parties impact American politics.
8.407 describe the major differences between the due process rights of juveniles and adults (e.g., no right to a trial by jury, emphasis on rehabilitation, confidentiality).	C.410 explain the formal balances of power contained in the U.S. Constitution.
8.408 describe the discrepancies between American ideals and the realities of American social and political life (e.g., the ideal of equal opportunity and the reality of unfair discrimination)	C.411 analyze how constitutional amendments change the U.S. Constitution.
	C.412 explain how court cases and judicial review affect the formal balances of power in our government.
	C.413 explain how the formal balance of power in our government evolves in response to acts, laws, traditions, and interpretations.
	C.414 explain how the government of the United States addresses the discrepancies between American ideals and the realities of American social and political life (e.g., the ideal of equal opportunity and the reality of unfair discrimination).
	C.415 explain the influence of racial, economic, regional, ethnic, or linguistic diversity on American politics.

CIVICS Standard Three: Students will understand the responsibilities, rights, and privileges of United States citizens.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- understand that citizens are individually responsible for keeping themselves informed about public policy issues on the local, state, and federal levels; participating in the civic process; and upholding the laws of the land.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Citizenship

Grade Eight

Students will be able to:

8.409 describe the various ways one can become a citizen of the U.S.

8.410 explain how civil rights guarantee political freedom for United States citizens.

8.411 explain how property rights guarantee economic freedom for United States citizens.

8.412 tell why civil rights and property rights are protected in the United States.

8.413 describe various responsibilities and privileges that come with United States citizenship.

8.414 explain what is meant by the "Scope and Limits" of a right.

8.415 take, evaluate and defend positions on contemporary issues.

High School Level

Students will be able to:

C.416 describe the citizen's responsibility to participate in the civic process.

C.417 explain the benefits of participating in the civic process.

C.418 explain the citizen's responsibility to uphold the laws of the land.

C.419 select a current public policy issue (federal, state, or local) and develop an informed position.

C.420 evaluate the influence of public opinion on public policy and the behavior of public officials.

C.421 evaluate contemporary issues that involve a question of personal rights (e.g., restricted membership in an organization, school prayer, sexual harassment, refusal of medical care).

CIVICS Standard Four: Students will develop and employ the civic skills necessary for effective, participatory citizenship.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- develop and employ the skills necessary to work with government programs and agencies.
- understand the process of working within a political party, a commission engaged in examining public policy, or a citizen's group.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Participation

Grade Eight

Students will be able to:

8.416 utilize various mechanisms to communicate with elected officials.

8.417 select and use sources of information to follow the political actions of elected officials.

High School Level

Students will be able to:

C.422 explain the various ways a citizen can participate in a political party.

C.423 describe several ways of interacting effectively with government agencies.

C.424 explain the role of voluntary associations (e.g., Habitat for Humanity, soup kitchens, The Red Cross), in performing functions that governments may otherwise have to provide.

C.425 analyze the role of a commission or a citizen group in influencing public policy.

ECONOMICS Standard One: Students will analyze the potential costs and benefits of personal economic choices in a market economy.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- demonstrate how individual economic choices are made within the context of a market economy in which markets influence the production and distribution of goods and services.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Microeconomics

Grade Eight

Students will be able to:

8.418 explain how sellers compete on the basis of price, product quality, customer service, product design and variety, and advertising.

8.419 explain how competition affects interactions of producers and consumers in a market economy.

8.420 explain how technology impacts consumers and producers in a market economy.

8.421 analyze a situation where the price and quantity of a good or service was altered by a change in supply or demand.

High School Level

Students will be able to:

E.401 develop a personal financial plan that includes a budget, an investment portfolio, and the appropriate use of credit.

E.402 explain what causes a shift in supply or demand and its relationship to production and distribution within a market economy.

E.403 analyze the potential costs and benefits of a decision made by a consumer, a business firm, or a government within a market economy.

E.404 explain how government policies impact markets and influence individual choices of households, businesses and government.

E.405 explain that to determine the best level of consumption of a product people must compare the additional benefits with the additional costs of consuming a little more or a little less.

E.406 explain how the choices made by individuals, firms, or government officials in the short run often have long-run unintended consequences that can partially or entirely off set the initial effects of their decisions

E.407 explain how government enforced price ceilings and price floors distort price signals and incentives to producers and consumers causing inefficient use of resources.

E.408 explain the roles of government in a market economy and analyze the impact on consumers and producers.

ECONOMICS Standard Two: Students will examine the interaction of individuals, families, communities, businesses, and governments in a market economy.

End of Cluster Expectations

By the end of grade 12 students will be able to:

- develop an understanding of how economies function as a whole, including the causes and effects of inflation, unemployment, business cycles, and monetary and fiscal policies.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Macroeconomics

Grade Eight

Students will be able to:

8.422 explain how the roles of households, businesses, and government in a market economy are interrelated.

8.423 explain the services banking provides for households, businesses, and government.

8.424 explain the effects that government taxes and spending have on a market economy.

8.425 explain the impact of inflation on various groups of people such as those with fixed income, savers, and borrowers.

High School Level

Students will be able to:

E.409 explain the causes and effects of fluctuations in the business cycle in a market economy.

E.410 explain the causes (demand-side/supply-side) and effects of inflation.

E.411 explain the causes and effects of unemployment.

E.412 explain the purposes and functions of fiscal policy.

E.413 explain how a society's use of its resource base impacts its economic growth as measured by GDP or GNP.

E.414 assess the state of an economy using economic indicators such as GDP/GNP, CPI, and unemployment and inflation rates.

E.415 analyze the impact of monetary and fiscal policies on the state of the economy as measured by such economic indicators as GDP/GNP, CPI, and employment and inflation rates.

E.416 explain the goals and function of monetary policy.

E.417 explain how monetary and fiscal policies influence activity in a market economy.

ECONOMICS Standard Three: Students will understand different types of economic systems and how they change.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- analyze the wide range of opportunities and consequences resulting from the current transitions from command to market economies in many countries.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Economic Systems

Grade Eight

Students will be able to:

8.426 compare and contrast different economies and describe how cultural values, resources, and technologies influence production, distribution, and exchange.

High School Level

Students will be able to:

E.418 define command, market, traditional, and mixed economies.

E.419 analyze how economic goals (equity, efficiency, freedom, growth, security, and stability) influence the way in which a society answers the three basic economic questions.

E.420 describe the advantages and disadvantages of command, market, traditional, mixed economies.

E.421 analyze the opportunities and consequences that may result in the change from one type of an economic system to another.

E.422 analyze how the role of government policies may affect the transition from one type of an economic system to another.

ECONOMICS Standard Four: Students will examine the patterns and results of international trade.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- analyze and interpret the influence of the distribution of the world's resources, political stability, national efforts to encourage or discourage trade, and the flow of investment on patterns of international trade.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: International Trade

Grade Eight

Students will be able to:

8.427 evaluate the impact of government policies in promoting or restricting international trade on workers, producers, consumers and government.

High School Level

Students will be able to:

E.423 explain the effect of the distribution of the world's resources on international trading patterns.

E.424 analyze how specialization influences patterns of international trade.

E.425 explain the relationship between political stability and international trade.

E.426 explain how international trade influences a nation's standard of living.

E.427 explain how a nation's use of its resources (capital, natural, and human) in the production process affects both what it exports and imports.

E.428 analyze the impact of national and international efforts to encourage and discourage international trade.

E.429 explain what determines the flow of investment (real interest rates, exchange rates, real income, price levels) between trading partners.

GEOGRAPHY Standard One: Students will develop a personal geographic framework, or "mental map," and understand the uses of maps and other geo-graphics.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- identify geographic patterns which emerge when collected data is mapped, and analyze mapped patterns through the application of such common geographic principles as
  -- Hierarchy (patterns at a detailed scale may be related to patterns at a more general scale)
  -- Accessibility (how easily one place can be reached from another)
  -- Diffusion (how people or things move in certain directions at certain speeds)
  -- Complimentarity (the mutual exchange of people or goods among places usually occurs over the shortest possible distances)
- apply the analysis of mapped patterns to the solution of problems.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Maps

Grade Eight

Students will be able to:

8.428 construct from memory a sketch map of the world that places in the correct location relative to each other the major physical features (e.g. continents, oceans, major mountain ranges, significant deserts and river systems) and important human features (e.g. major cities of the area studies, significant countries and sub-regions, Prime Meridian, Equator, Tropics, and Polar parallels).

8.429 associate major resources with specific geographic regions of the world.

8.430 use various geographics including climographs to gather, interpret, and apply geographic information to solve problems.

8.431 describe the uses of GPS (Global Positioning System) and GIS (Geographic Information Systems) locational technology.

High School Level

Students will be able to:

G.401 interpret thematically mapped information and draw inferences from spatial patterns using a combination of common geographic principles.

G.402 demonstrate an understanding and application of the following common geographic principles:

- Hierarchy - patterns at one scale are related to patterns at a more general scale (e.g. economic or cultural connections between political units such as village, town, city, county, state and country; connections between political structures such as precinct, ward, county, state and nation).
- Accessibility - the ease or difficulty of reaching all places from a given location (e.g. locating an auto parts distribution company near a regional trucking facility; North Carolina's furniture industry located close to forest resources and an East Coast market; changing shipping routes with the opening of the Suez canal).
- Diffusion - the paths followed by people, information, or things as they spread over geographic space (e.g. the spread of the bubonic plague or AIDS in the world; the spread of tobacco consumption from North America to Europe, Asia and Africa).
- Complimentarity - the basis for an exchange of people or goods between two places, usually over the shortest distances (e.g. basis for trade between Northern and Southern Europe; trade between Europe, Africa, and North America before the Civil War).

Performance Indicators (Cont'd)
Topic: Maps

Students will be able to:

G.403 explain how GPS (Global Positioning System) and GIS (Geographic Information System) are used to gather, portray and analyze data in thematic map form.

G.404 select the correct type of data to collect when presented with a problem, and show how it can be mapped and the mapped patterns analyzed to solve the problem (e.g. use maps to prepare an evacuation plan for low-lying islands threatened by hurricanes, to select the best site for a sanitary landfill in an urban region, or to evaluate the loss of water supplies over time as suburban development has built over aquifer recharge areas).

GEOGRAPHY Standard Two: Students will develop a knowledge of the ways humans modify and respond to the natural environment.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- understand the Earth's physical environment as a set of interconnected systems (ecosystems) and the ways humans have perceived, reacted to, and changed environments at local to global scales.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Environment

Grade Eight

Students will be able to:

8.432 demonstrate understanding of the major processes that produce distinctive patterns of landforms, climate, and vegetation across the world.

8.433 explain how human activity is affected by differences of landforms, vegetation and climate.

8.434 explain how humans can make modifications to physical systems (e.g. global warming, deforestation, desertification).

High School Level

Students will be able to:

G.405 understand the components of the Earth's physical systems (hydrosphere, atmosphere, lithosphere, biosphere) as interconnected ecosystems (e.g. water cycle, nitrogen cycle, ocean/atmosphere interactions).

G.406 recognize and explain the impact of human actions in changing ecosystems (e.g. acid rain, global warming, coastal dune destruction, mosquito control) at local to global scales.

G.407 recognize and explain the role human action plays in intensifying the impact of ecosystems on society (e.g. effect of overgrazing on soil erosion, building in flood plains, contributing to air pollution, deforestation).

G.408 identify ways that natural hazards and disasters affect human society (e.g. hurricanes, floods, droughts, earthquakes, volcanic eruptions).

G.409 understand how humans perceive and respond to natural hazards and evaluate resource opportunities.

GEOGRAPHY Standard Three: Students will develop an understanding of the diversity of human culture and the unique nature of places.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- understand the processes which result in distinctive cultures, economic activity, and settlement form in particular locations across the world.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Places

Grade Eight

Students will be able to:

8.435 identify the different areas of the world where major religions, languages and political systems are found.

8.436 demonstrate an understanding of the process that causes culture to spread from its origin to other places.

8.437 use the concept of core and periphery to demonstrate that the influence of a culture decreases with distance from the cultural hearth or center (e.g. Mecca as the center of Islam).

High School Level

Students will be able to:

G.410 explain how different cultural values shape the character of particular places (e.g. contrast in lives of women between Bedouin and Scandinavian cultures).

G.411 identify ways in which the convergence and divergence of cultures affect the characteristics of places (e.g. spread of English language; or expansion of Protestant religion in predominantly Catholic Latin America).

G.412 explain how patterns of emigration and immigration shape the character of places (e.g. growth of Hispanic population in Delaware, especially Sussex County).

G.413 analyze and evaluate the forces that make some places more attractive for economic activity than competing places.

G.414 identify the ways that resource allocation and use can influence the pattern of settlements (e.g. regulation of water use, access to power generation, distribution of mineral deposits).

G.415 understand the global interdependence of places.

G.416 identify the ways that the internal structure of metropolitan areas differ in developed and developing countries (e.g. contrasts between North American, Latin American, African and Asian cities).

G.417 explain the different ways people view a place, based on their stage of life, gender, social class, ethnicity and values and belief systems.

GEOGRAPHY Standard Four: Students will develop an understanding of the character and use of regions and the connections between and among them.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- apply knowledge of the types of regions and methods of drawing boundaries to interpret the Earth's changing complexity.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Regions

Grade Eight

Students will be able to:

8.438 identify factors that may lead to specialization of a world region in one type of economic activity.

8.439 explain how the changing location of economic activities and patterns of land use can be influenced by advances in technology.

8.440 explain why some cultures are culturally and economically connected while others are not.

8.441 explain how conflict and cooperation results in the division of the earth into political and cultural regions.

8.442 apply a knowledge of how regional boundaries are established to explain the past or present borders of a regions.

High School Level

Students will be able to:

G.418 construct regions from a given geographical data set (e.g. regions based on agriculture, climate, vegetation, landforms, social class, ethnicity, life stages).

G.419 identify how regions change over time as a consequence of human actions and environmental change (e.g. migration, technological change, capital investment, climate shifts, seismic activity).

G.420 recognize different types of regions (e.g. formal, functional – including core and periphery, perceptual).

G.421 identify the advantages and disadvantages of using human and physical features to delineate the boundaries of regions (e.g. mountain chains, rivers, lines of latitude and longitude, roads and railroad lines).

G.422 explain how human conflict and cooperation can affect, and be influenced by, the location of regional boundaries (e.g. boundary conflicts between countries such as North and South Korea, or the internationalization of rivers such as the Rhine).

G.423 explain how the division of the Earth into regions at several scales produce advantages and disadvantages for human societies (e.g. access to participation in the European Union, or the lack of a political homeland for the Kurdish peoples and their division among Iraq, Iran, Syria, and Turkey).

HISTORY Standard One: Students will employ chronological concepts in analyzing historical phenomena.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- analyze historical materials to trace the development of an idea or trend across space or over a prolonged period of time in order to explain patterns of historical continuity and change.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Chronology

Grade Eight

Students will be able to:

8.443 analyze changes over time to regions, societies, and themes using historical materials.

8.444 describe and support cause/effect relationships within a region, society or theme using historical materials.

High School Level

Students will be able to:

H.401 identify and describe a concept or trend within a set of historical materials.

H.402 trace a trend or concept over time within a set of historical materials.

H.403 analyze a set of historical materials to explain patterns of continuity and change related to a concept or trend over time.

HISTORY Standard Two: Students will gather, examine, and analyze historical data.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- develop and implement effective research strategies for investigating a given historical topic.
- examine and analyze primary and secondary sources in order to differentiate between historical facts and historical interpretations.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Analysis

Grade Eight

Students will be able to:

8.445 design and implement strategies for locating historical materials on a specific topic.

8.446 judge the credibility of historical materials based on purpose, perspective, or point of view.

High School Level

Students will be able to:

H.404 design an effective strategy to research a historical topic using both primary and secondary sources.

H.405 research a historical topic using both primary and secondary sources.

H.406 distinguish between historical facts and historical interpretations in both primary and secondary sources.

HISTORY Standard Three: Students will interpret historical data.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- compare competing historical narratives, by contrasting different historians' choice of questions, use and choice of sources, perspectives, beliefs, and points of view, in order to demonstrate how these factors contribute to different interpretations.

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Interpretation

Grade Eight

Students will be able to:

8.447 conclude how several historians' descriptions of a society may differ.

High School Level

Students will be able to:

H.407 identify the factors that influence a historian's point of view (e.g., choice of questions, sources, perspectives, beliefs, and frame of reference).

H.408 create and support their own interpretation of a historical event.

H.409 compare and contrast several interpretations of the same historical event.

HISTORY Standard Four: Students will develop historical knowledge of major events and phenomena in world, United States, and Delaware history.

End of Cluster Expectations

By the end of grade 11 students will be able to:

- develop an understanding of modern United States history, its connections to both Delaware and world history, including:
  - Civil War and Reconstruction (1850-1877)
  - Development of an industrialized nation (1870-1900)
  - Emergence of modern America (1890-1930)
  - Great Depression and World War II (1929-1945)
  - Postwar United States (1945-early 1970s)
  - Contemporary United States (1968-present)

- develop an understanding of recent and modern world history and its connections to United States history, including:
  - Explorations, contact, and interactions across the world (1450-1770)
  - Revolutions, ideologies, and technological change (1750-1914)
  - The 20th Century world (1900-present)

The areas listed above will serve as the basis for Social Studies assessment items in the Delaware Student Testing Program.

Performance Indicators
Topic: Content – U.S. History

Grade Eight

Students will be able to:

8.448 identify and describe major people and events in American History to 1877, and assess their significance to the nation's development.

8.449 identify and explain the impact of major political, social, and economic trends in American History to 1877 and connections to Delaware History.

8.450 identify and describe major technological advances in American History to 1877, and assess their significance to the nation's development.

High School Level

Students will be able to:

H.410 identify and describe major people and events in U.S. history since 1850 and their significance to the nation's development.

H.411 identify and explain the impact of major political, social, geographic, technological, and economic trends in U.S. history since 1850 and their connections to Delaware history.

Performance Indicators (Cont'd)
Topic: Content – U.S. History

Grade Eight

High School Level

Students will be able to:

Civil War and Reconstruction (1850-1877)

Explain the growing controversy over the expansion of African slavery into western territories, including the significance of:

A. Fugitive slave laws
B. Dredd Scott decision
C. Harriet Beecher Stowe and Uncle Tom's Cabin
D. John Brown and "Bleeding Kansas"
E. Popular sovereignty (Kansas-Nebraska Act)

Describe the election of 1860 and the secession crisis of 1861, relating them to previous trends and later events, including the significance of:

A. Growth of the Republican Party
B. Lincoln-Douglas debates
C. Fort Sumter

Explain the importance of major events and people during the Civil War, including:

A. Abraham Lincoln
B. Emancipation Proclamation
C. Battles of Gettysburg, Vicksburg, and Appomattox
D. Conscription
E. African-American soldiers (54th Massachusetts)
F. Ulysses S. Grant

Discuss the major challenges of the Reconstruction era, including the significance of:

A. Civic rights amendments to the Constitution (13th, 14th, 15th)
B. Freedman's Bureau

Performance Indicators (Cont'd)
Topic: Content – U.S. History

Grade Eight

High School Level

Students will be able to:

C. Ku Klux Klan
D. Black Codes
E. Impeachment of Andrew Johnson
F. Compromise of 1877

Describe the events and conflicts arising from the continuing westward migration of settlers, including the significance of:

A. Homestead Act
B. Plains Indian Wars - Geronimo, Little Big Horn
C. Reservation system
D. Continental railroad

Discuss the early impact of capital, industry, and urbanization on American life and politics, including the significance of:

A. Tammany Hall
B. Credit Mobilier scandal
C. Knights of Labor

Development of an Industrialized Nation (1870-1900

Discuss the growth and development of industry and business during the last quarter of the nineteenth century, including the significance of:

A. Andrew Carnegie - U.S. Steel
B. The DuPont family
C. Standard Oil Trust
D. Sherman Anti-Trust Act

Performance Indicators (Cont'd)
Topic: Content – U.S. History

Grade Eight

High School Level

Students will be able to:

Describe the impact of technological inventions and innovations on industrial development and American life, including the significance of:

A. Alexander Graham Bell
B. Thomas A. Edison
C. Bessemer steel process
D. Continuing expansion of the railroads

Describe the direct social impact of increasing industrialization in the United States, including the significance of:

A. Immigration
B. Growth of cities
C. American Federation of Labor - Samuel Gompers
D. Rise of a middle class

Analyze the challenges facing African-Americans during this period, including the significance of:

A. Jim Crow laws
B. Plessy v. Ferguson
C. Booker T. Washington - Tuskegee Institute

Describe patterns of popular resistance to modernization and the increasing concentration of wealth, including the significance of:

A. The Grange
B. Populism - Tom Watson, William Jennings Bryan
C. Labor actions - Great Railroad Strike of 1877
D. Haymarket Riot
E. Woman Suffrage movement

Performance Indicators (Cont'd)
Topic: Content – U.S. History

Grade Eight

High School Level

Students will be able to:

Explain the emergence of the United States as a world power, including the significance of:

A. Annexation of Hawaii
B. Spanish-American War
C. Philippine conflict

Emergence of Modern America (1890-1930)

Explain the importance of the progressives in social and political reform, including the significance of:

A. Robert LaFollette - "Wisconsin Idea"
B. John Dewey - education reform
C. Jane Addams - Hull House
D. Upton Sinclair - muckraking
E. W.E.B. DuBois - NAACP

Discuss the impact of reform movements on national politics, including the significance of:

A. Theodore Roosevelt
B. "Trust-busting"
C. Woodrow Wilson
D. Government regulation - Federal Trade Commission

Discuss the changing role of the United States in world affairs, including the significance of:

A. The "Big Stick" and "Dollar Diplomacy"
B. The Mexican Revolution
C. The Lusitania, Zimmermann Telegram, and entry in World War I
D. Versailles Treaty and the League of Nations

Performance Indicators (Cont'd)
Topic: Content – U.S. History

Grade Eight

High School Level

Students will be able to:

Explain the role of the United States in World War I and the impact of the war on American society, including the significance of:

A. Military impact - John Pershing, Alvin York, Meuse-Argonne, African-American soldiers (369th Infantry Regiment)
B. War Industries Board
C. National American Woman Suffrage Association - 19th Amendment
D. Prohibition

Discuss political, social, and cultural trends of the 1920s, including the significance of:

A. The Harlem Renaissance
B. Henry Ford and the growth of the automobile industry
C. Expansion of mass media - movies, radio, and magazines
D. Immigration restrictions
E. Ku Klux Klan - lynchings

<u>Great Depression and World War II (1929-1945)</u>

Examine the causes and consequences of the Great Depression, including the significance of:

A. Bull Market and the Stock Market Crash of 1929
B. "Dust Bowl," bread lines, and bank failures
C. Franklin D. Roosevelt and the New Deal
D. Federal agencies - Works Progress Administration, Civilian Conservation Corps, and Tennessee Valley Authority
E. Eleanor Roosevelt and social reform

Performance Indicators (Cont'd)
Topic: Content – U.S. History

Grade Eight

High School Level

Students will be able to:

Discuss the events in Europe and Asia which drew the United States into World War II, including the significance of:

A. Adolph Hitler and the Nazi Party
B. Appeasement - Munich
C. German conquest of western Europe
D. "Arsenal of Democracy" - Lend-lease Holocaust policy
E. Pearl Harbor

Explain the general course of World War II and its impact on American society, including the significance of:

A. Military campaigns - Midway, Guadalcanal, Normandy, Battle of the Bulge
B. Tuskegee Airmen and Women's Army Corps
C. Women in war industries - Rosie the Riveter
D. Civil rights and race riots - A. Philip Randolph
E. Japanese internment
F. The Atomic Bomb - Hiroshima and Nagasaki

<u>Postwar United States (1945-1970s)</u>

Discuss the course and impact of the civil rights movement, including the significance of:

A. Brown v. Board of Education - Thurgood Marshall
B. Montgomery Bus Boycott - Rosa Parks
C. Martin Luther King, Jr.
D. Louis Redding
E. Civil rights legislation - Civil Rights Act of 1964, Voting Rights Act of 1965

Performance Indicators (Cont'd)
Topic: Content – U.S. History

Grade Eight

High School Level

Students will be able to:

Examine the causes, course, and consequences of the Cold War, including the significance of:

A. Nuclear arms race
B. Berlin crisis and the formation of NATO
C. Red Scare - Joseph McCarthy
D. Korean War
E. Bay of Pigs and Cuban Missile Crisis - John F. Kennedy
F. Military-industrial complex
G. "Space Race" – Apollo program, Neil Armstrong

Analyze the impact of innovations in mass media and technology on American society, including the significance of:

A. Development of television – news broadcasts, "I Love Lucy," "Gunsmoke," "The Tonight Show"
B. Rock and Roll – Elvis Presley, Little Richard, Richie Valens, the Beatles, Woodstock
C. Youth counterculture – Beatniks, Hippies, Summer of Love
D. Improvements in transportation – Interstate highway system, rise of the suburbs
E. Advances in medicine – penicillin, polio vaccine, Dr. Jonas Salk

Discuss the large-scale changes in American society during the postwar era, including the significance of:

A. Baby Boom and the GI Bill – Two income families
B. Integration of professional sports – Jackie Robinson
C. Movements for protest, revolution and reform – Feminism (Betty Freidan), Black Power (Malcolm X, Black Panthers), American Indian Movement (Wounded Knee)
D. Government interventions – War on Poverty, Great Society

Performance Indicators (Cont'd)
Topic: Content – U.S. History

Grade Eight

High School Level

Students will be able to:

Examine the controversies of the Vietnam War era, including the significance of:

A. Military events - Tet Offensive, intervention in Cambodia, bombing of North Vietnam, Ho Chi Minh Trail, fall of Saigon
B. Protest and resistance at home – Campus protest (Kent State), draft-dodgers, March on Washington
C. Impact of the war on national politics – Lyndon Johnson, Robert Kennedy, Richard Nixon, Democratic Convention of 1968

Contemporary United States (1968-present)

Discuss the impact of major world events on the United States, including the significance of:

A. U.S. recognition of the People's Republic of China – Nixon's trip to China, expulsion of Taiwan from the United Nations, Tienamen Square, Hong Kong
B. Conflicts in the Middle East – Yom Kippur War, Arab Oil embargo, Israel and the Palestinian Liberation Organization, rise of Islamic theocracy in Iran, Iraq and the Gulf War
C. End of the Cold War - Strategic Arms Limitation talks, Afghanistan, Strategic Defense Initiative ("Star Wars"), Glasnost, collapse of communism and the Soviet Union
D. Challenges from Developing Countries – Panama Canal Treaty, Nicaragua, Angola, South Africa (Apartheid, Nelson Mandela), Somalia

Performance Indicators (Cont'd)
Topic: Content – U.S. History

Grade Eight

High School Level

Students will be able to:

Analyze the impact of innovations in mass media and technology on American society, including the significance of:

A. Dominance of the mass media – cable and satellite television (CNN and MTV), videocassette recorders, compact discs, digital video discs
B. Creation of an electronic culture – personal computers, the Internet and the World-wide Web, "dot-com" revolution
C. Rise of professional sports – Super Bowl, Muhammad Ali, Joe DiMaggio, Hank Aaron, Michael Jordan, Arnold Palmer, Tiger Woods

Analyze the major events and personalities of American politics, including the significance of:

A. Major political scandals – Watergate, Iran-Contra affair, Clinton impeachment
B. Conservative resurgence – Ronald Reagan, Reaganomics, Newt Gingrich
C. National politics in the 1990s – Bill Clinton, health care and welfare reform, North American Free Trade Agreement (NAFTA)

Discuss major social and culture changes in America, including the significance of:

A. The role of women in politics and society – Sandra Day O'Connor, Janet Reno, Madeleine Albright
B. The role of African-Americans in politics and society – Jesse Jackson, Louis Farrakhan, Clarence Thomas
C. Issues of sex, race, and gender – Abortion (Roe v. Wade, Right to Life Movement), AIDS epidemic, Affirmative Action

Performance Indicators (Cont'd)
Topic: Content – World History

Grade Seven

Students will be able to:

7.447 identify major people and events from the beginning of human society to 300 A.D. to 1,500 AD.

7.448 describe political, social, and cultural changes across civilization.

7.449 describe zones of exchange and encounters between major civilizations.

7.450 identify intellectual and cultural antecedents (from world history prior to 1,500) of Western civilization.

High School Level

Students will be able to:

H.412 identify and describe major people and events in world history since 1500 AD and their connections to U.S. history.

H.413 identify and explain the impact of major political, social, geographic, technological, and economic trends in world history since 1500 AD and their connections to U.S. history.

Performance Indicators (Cont'd)
Topic: Content – World History

Grade Seven

High School Level

Explorations, contact, and interactions across the world (1450-1770)

Describe how the transatlantic linking of all major regions of the world from 1450 to 1600 led to global transformations, including the significance of:

A. European overseas expansion in the 15th and 16th centuries
B. Encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries

Explain how European society experienced political, economic, and cultural transformations in an age of global intercommunication (1450-1750), including the significance of:

A. Demographic, economic, and social trends in Europe
B. The Renaissance, Reformation, and Catholic Reformation
C. The rising military and bureaucratic power of European states between the 16th and 18th centuries
D. The scientific revolution and the Enlightenment

Describe how large territorial empires dominated much of Eurasia between the 16th and 18th centuries, including the significance of:

A. The extent and limits of Chinese regional power under the Ming dynasty
B. How Southeast Europe and Southwest Asia became unified under the Ottoman Empire

Describe the economic, political, and cultural interrelations among peoples of Africa, Europe, and the Americas (1500-1750), including the significance of:

A. How European powers asserted dominance in the Americas between the 16th and 18th centuries
B. The origins and consequences of trans-Atlantic African slave trade

Performance Indicators (Cont'd)
Topic: Content – World History

Grade Seven

High School Level

Students will be able to:

Discuss how Asian societies responded to the challenges of expanding European power and forces of the world economy, including the significance of:

A. The development of European maritime power in Asia
B. Transformations in India, China, and Japan that occurred as a result of expanding European commercial power

Revolutions, Ideologies, and Technological Change (1750-1914)

Describe the causes and consequences of political revolutions in the late 18th and early 19th centuries, including the significance of:

A. The contributions of the French Revolution to transformations in Europe and the world
B. How Latin American countries achieved independence in the early 19th century

Describe the causes and consequences of the agricultural and industrial revolutions from 1700 to 1850, including the significance of:

A. Early industrialization and the importance of developments in England
B. The expansion of industrial economies and the transformation of societies in Europe and the Atlantic basin

Discuss the transformation of Eurasian societies in an era of global trade and rising European power from 1750 to 1850, including the significance of

A. The Ottoman Empire and the challenge of Western military, political, and economic power
B. Political and military encounters between Europeans and peoples of South and Southeast Asia

Performance Indicators (Cont'd)
Topic: Content – World History

Grade Seven	High School Level
	Students will be able to:
	C. China's responses to economic and political crises in the late 18th and 19th centuries D. The transformation of Japan from feudal shogunate to modern nation-state in the 19th century
	Describe patterns of nationalism, state-building, and social reform in Europe and the Americas from 1830 to 1914, including the significance of: A. The effect of modern nationalism on European politics and society B. The impact of new social movements and ideologies on 19th-century Europe
	Discuss patterns of global change in the era of Western military and economic domination from 1850 to 1914, including the significance of: A. European overseas settlement in the 19th century B. The transformations in South, Southeast, and East Asia in the era of the "new imperialism" C. African responses to world economic developments and European imperialism
	<u>The 20th Century World (1900-Present)</u> Discuss global and economic trends in the period of Western dominance, including the significance of: A. The emergence of industrialized states in the Northern Hemisphere

Performance Indicators (Cont'd)
Topic: Content – World History

Grade Seven	High School Level
	Students will be able to: Describe the causes and global consequences of World War I, including the significance of: A. Multiple causes of World War I B. The global scope and human costs of World War I C. The causes and consequences of the Russian Revolution Discuss the search for peace and stability in the 1920s and the 1930s, including the significance of: A. Postwar efforts to achieve lasting peace and social and economic recovery B. Economic, social, and political transformations in Africa, Asia, and Latin America Describe the causes and global consequences of World War II, including the significance of: A. Multiple causes of World War II B. The global scope and human cost of World War II Explain how new international power relations took shape following World War II, including the significance of: A. Global power shifts after World War II B. How African, Asian, and Caribbean peoples achieved independence from colonial rule Discuss the promises and paradoxes of the second half of the 20th century, including the significance of: A. How population explosion and changes in the earth's environment altered conditions of life B. The increasing interdependence of human society C. How ideologies of democracy, private enterprise, and human rights have reshaped political and social life

Educational reform in Delaware is standards-based reform. The state standards, benchmarks, and performance indicators comprise a framework designed to identify themes, skills, and knowledge that the students of Delaware's high schools are expected to know in each of the four disciplines of the social studies. Each of the standards emphasizes a process of reasoning and skill development that requires schools to develop course content. While curriculum models have been offered as suggestions, each school district shall determine its own course designs, scope, and sequence to achieve student success.

Sample Models

MODEL A

9th Grade - World History - (1000 - present)
Recommendation: Review Unit (1000-1500)

Standards addressed:
Civics Standard 1
Economics Standard 3
Geography Standards 1, 3, 4
History Standards 1, 2, 3, 4

10th Grade - Civics/Economics

Standards addressed for Civics:
Civics Standards 1, 2, 3, 4
History Standard 2
Standards addressed for Economics:
Economics Standards 1, 2, 3
Geography Standard 2

11th Grade - American History (1850 - present)

Standards addressed:
Civics Standards 1, 2, 3, 4
Economics Standards 2, 4
Geography Standard 1, 2, 3, 4
History Standards 1, 2, 3, 4

12th Grade

Remedial Classes
Electives
A.P. Classes * Also option at the other grade levels

MODEL B

9th Grade - World and U.S. History (1500 - 1877)

Standards addressed:
Civics Standards 1, 2
Economics Standard 1
Geography Standards 1, 2, 3, 4
History Standards 1, 2, 3, 4

10th Grade - U.S. and World History (1850 - present)

Standards addressed:
Civics Standards 1, 2
Economics Standards 2, 3, 4
Geography Standards 1, 2, 3, 4
History Standards 1, 2, 3, 4

11th Grade - Civics/Economics

Standards addressed:
Civics Standards 1, 2, 3, 4
Economics Standards 1, 2, 3, 4

GLOSSARY OF TERMS

Social Studies Performance Indicators Grades 9-12

A

Authoritarian - a government which concentrates its power in a leader or an elite not constitutionally responsible to the people.

B

Balance of Power - the division of power among the executive, legislative, and judicial branches of the government.

Business Cycle - the fluctuation in the general level of economic activity as measured by such variables as the rate of unemployment and inflation and changes in real GDP is referred to as a business cycle.

C

Commission - a government agency having administrative, legislative, or judicial powers.

Competition - a marketplace situation in which no single seller is important enough to have any appreciable influence over price where the seller is a price taker.

D

Demand Side Causes of Inflation - inflation caused by increases in aggregate demand not matched by increases in aggregate supply. The phrase "too many dollars chasing too few goods" is often used to describe this kind of inflation. Too many dollars means that the total demand in the economy is too high. Too few goods means that the total supply in the economy is too low in relation to that demand.

E

Ecosystem - a system formed by the interaction of all living organisms (plants, animals, and humans) with each other and with the physical and chemical factors of the environment in which they live.

F

Fiscal Policy - consists of changes in taxes, in government expenditures on goods and services, and in transfer payments that are designed to affect the level of aggregate demand in the economy.

G

Geographic Patterns - patterns of the locational distribution of human or natural phenomena across a part of the earth's surface, usually discernable from a map.

Geo-graphics - various forms of media that convey the location of places or information, typically maps, aerial photos, satellite images, and graphs.

Geographic Trends - trends in history that are influenced by or illustrated by geographic forces, such as the decrease in travel time expanding the potential market of a product like Florida oranges or the Appalachian Mountains blocking westward expansion.

Government Agencies - administrative divisions of local, state, or national governments.

H

Historical Interpretations - the act of interpreting historical sources that takes place when an individual writing about a topic, person, or event in history selects certain facts to emphasize and organizes those facts around a concept. All history is an interpretation by historians who bring to their research and writing their own frame of reference or set of perceptions and experiences through which they view the world and people. A historian interprets by:

- not having all the information
- reflecting a disproportionate point of view of the educated upper classes
- not being able to learn everything about an event or period
- selecting certain material over others
- by presenting history in a certain way
- by having a prior agenda

I

Interpretations - the authority of the courts to examine legislative or executive actions to determine whether they are constitutional.

Investment Portfolio - a portfolio is a selection of investments used to produce an income or return. A portfolio can be financial, as in a stock portfolio, or personal, as in investments in human capital. Investment means the putting to use of money, capital, or time in the hope of getting a profitable return.

L

Location - the position of a point on the surface of the Earth expressed by means of a grid (mathematical) or in relation (relative) to the position of other places.

M

Mental Map - a map which represents the mental image a person has of an area, including knowledge of features and spatial relationships as well as the individual's perceptions and attitudes regarding the place.

Monetary Policies - decisions by the Federal Reserve System that lead to changes in the supply of money and the availability of credit. Changes in the money supply can influence overall levels of spending, employment, and prices in the economy by inducting changes in the interest rates charged for credit and by affecting the levels of personal and business investment spending.

N

Natural Environment Occurrences - natural events such as hurricanes, tornadoes, earthquakes, and volcanic eruptions that have a major impact on human society.

P

Places - locations having distinctive characteristics that give them meaning and character and distinguish them from other locations.

Primary Resource - a source that gives a firsthand account or a direct record of an event or person being studied, most often recorded by a person who was there at the time and witnessed the event. There are different kinds of primary evidence: for example, letters, diaries, films and videos of an event.

Glossary of Terms
(continued)

Public Policy - a plan or course of action made or followed by a government.

R

Region - an area with one or more common characteristics or features which gives it a measure of unity and makes it different from the surrounding areas.

S

Secondary Sources - a source that is a record or second-hand account of an event or person of the past recorded a long time after it happened by a person who was not there at the time.

Specialization - occurs when an economic unit (individuals, business firms, cities, regions, or countries) produces a narrower range of goods and services than it consumes. Countries normally specialize in the production of those goods and services they are best fitted to produce, given their particular endowment of productive resources. They then sell most of what they produce to people living elsewhere, and buy whatever else they need from other countries.

Supply Side Cause of Inflation - cost-push inflation is a rise in the general level of prices that is caused by increased costs of making and selling goods. Cost-push inflation does not result from pressures on demand. Instead, the pressures are on the supply side (increase in the cost of the factors of production).